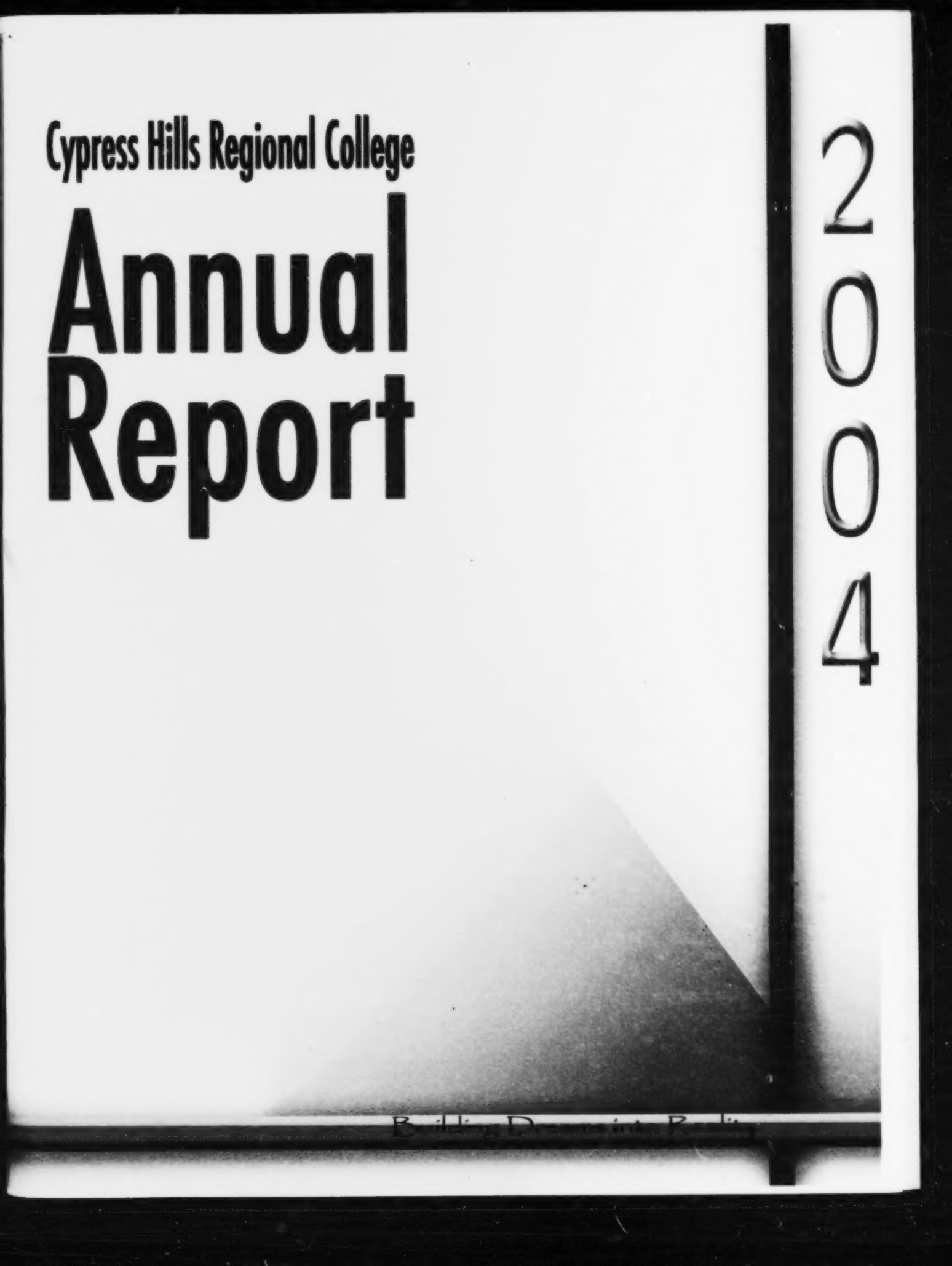
Cypress Hills Regional College

Annual Report

2004



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Cypress Hills Regional College

December 13, 2004

Honourable Andrew Thomson, Minister
Saskatchewan Learning
Room 340
Legislative Building
Regina, Saskatchewan S4P 0B3

Dear Mr. Thomson:

On behalf of the Board of Governors of Cypress Hills Regional College, and in accordance with Section 16 of The *Regional Colleges Act* and Section 14 of the *Regional Colleges Regulations*, I present to you the Annual Report of Cypress Hills Regional College for the fiscal year ending June 30, 2004.

Sincerely,

Bill Doidge

Bill Doidge, Chairperson
Board of Governors
Cypress Hills Regional College

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Regional Colleges
"Saskatchewan's Biggest Campus"

CYPRESS HILLS COLLEGE
2003 – 2004 ANNUAL REPORT
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MISSION STATEMENT

The Mission of Cypress Hills Regional College is to advocate lifelong learning; to be responsive to needs of individuals and communities in southwestern Saskatchewan; and to provide equal access to educational opportunities.

MANDATE

The mandate of Cypress Hills Regional College is to:

- Bring credit programs from the various universities and technical institutes.
- Provide non-credit courses in agriculture, health, business, technical training, home management, and personal and community development.
- Provide adult basic education, adult 12, literacy, and upgrading programs.
- Provide career and educational counselling services.
- Respond to the learning needs of the residents in southwestern Saskatchewan.
- Provide leadership in the delivery of adult education.

VISION STATEMENT

Cypress Hills Regional College strives to achieve excellence through commitment to the following principles:

Responsiveness
To offer programs which are varied and relevant to the needs of the learner.

Empowerment
To provide a learning environment which fosters mutual honesty and respect to enable all participants to realize their potentials.

Communication
To promote open communication within the College and with its partners.

Equal Opportunity
To provide equal access to College programs and services to learners in its region.

Economic/Social Development
To support economic and social development in southwestern Saskatchewan, and the rest of our province and country.

Cooperation
To promote and form partnerships with individuals, agencies and organizations to achieve quality learning.

Accountability
To ensure that all resources are utilized in an efficient and effective manner through on-going evaluation.

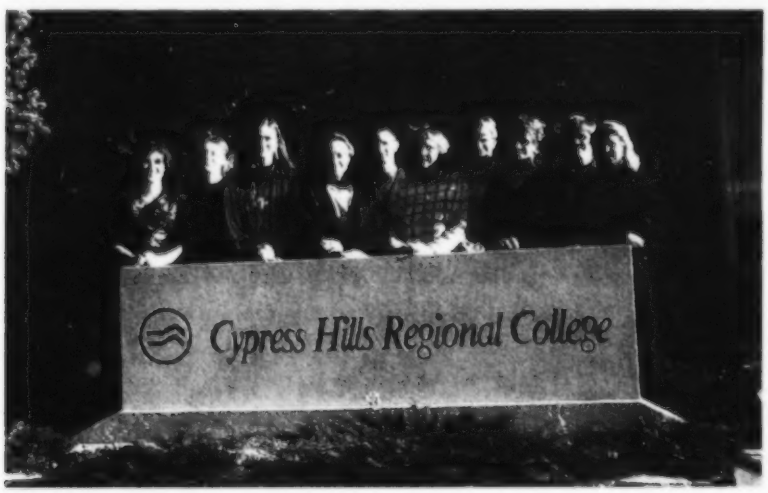
Report of the Board of Governors of Cypress Hills Regional College

From the perspective of the Board of Governors, 2003-04 was a very good year for Cypress Hills Regional College. We moved beyond the cutbacks and the high level of fiscal constraints of the previous years.

Through our provincial organization, the Association of Saskatchewan Regional Colleges (ASRC), all of the Board Chairs and all of the Presidents became much more engaged in advocating on behalf of the nine regional colleges that serve rural and northern Saskatchewan. ASRC—among other things—provides a mechanism for the Colleges to pool resources. In February, the Association hired an Executive Director who will ensure that there is more public awareness of the colleges and of the programs and the services which they provide. The Association will also bring forward important issues such as the need for a skilled workforce that can take over as "baby-Boomers" continue to retire over the next 10 years or so. We at Cypress Hills Regional College agree that it is very important for employers, young people and provincial leaders to understand the important role which colleges can and play in training the workforce.

We at Cypress Hills also believe that it is important to showcase this college and the contributions that we can make in this Southwest Region. Some strategies that we used were escalated activity in the area of on-the-job training (close to half a million dollars), and working with the City and other local agencies on several Action Swift Current committees. We are poised to work with Action Southwest in 2004-05.

We are fortunate to have excellent, committed governors, and we have enjoyed good continuity of membership. It is a pleasure for all of us on the Board to work with and to be well-informed by a group of extremely dedicated College staff members.



Programs and Services Highlights

The following are only a few examples of the excellent work in which Cypress Hills Regional College staff members are involved. More detailed reports on *basic education*, *skills training*, *career and student services*, *business and community development*, *human resources,* and *finances* are provided in later sections of this report.

Basic Education

Despite a budget reduction of 15 percent, total BE participant hours were 33 percent greater than projected. This primarily reflects more students entering Basic Education to upgrade 30-level marks or to obtain additional 30-level credits to meet the admissions requirements for post-secondary programs.

One of our students obtained the highest G.E.D. mark in Saskatchewan.

Skills Training

The "Job Start-Future Skills" (JS/FS) program exceeded its initial annual program allocation of $175,000 with programming in excess of $220,000 in work-based projects.

The number of Safety training programs delivered by the College increased significantly due to the heated economy in the southwest—particularly in the oil patch. All four campuses experienced increases, and Beatty Campus, alone, served nearly 1,500 clients.

Enrolments in Personal Interest courses were 65 percent higher than projected.

Professional Development

The College took advantage of 13 professional development opportunities that were co-funded by outside agencies. Seven of these led to some external certification such as "Choice Theory Reality Therapy." Six of these involved training in Portfolio construction for learners.

Strategic Planning

During the 2003-2004 academic year, the College developed a completely new strategic plan which is the basis for the 04-05 Business Plan and which will be finalized in consultation with staff and the Board next year. Noteworthy changes were considerably more involvement in Provincial post-secondary education activities and projects and a greater emphasis on community relations and advocacy—both locally and provincially.

Financial

For the year ending June 30, 2004, the College's financial position changed significantly, posting an operating surplus of $220,444.00 as compared to the originally budgeted deficit of $49,491.00.

PROGRESS ON GOAL ACHIEVEMENT

***Goal # 1**: "Identify franchising opportunities for web-based credit programs in collaboration with other colleges."*

Cypress Hills Regional College acquired the franchise for credit and non-credit Ed2Go and began a project to acquire the right to offer a Pharmacy Technician program.

***Goal #2:** "Explore the training needs of large scale agricultural operations and agri-business."*

The College convened several stakeholder meetings in the region.

***Goal #3:** "Complete the two phase joint venture with the Nekaneet First Nation [and five other partners] to provide (1) upgrading, and (2) to offer apprentice carpenter training to band members during a construction project at the Healing Lodge."*

This was completed in the fall.

***Goal #4:** "Participate in Action Swift Current initiatives [in five areas] dedicated to developing the local economy and the quality of life in the City."*
and
***Goal #6:** "Develop and implement an aggressive advocacy program in the southwest region that mirrors to some extent the province-wide advocacy initiative of ASRC."*

Activities and Results

1. *Local Advocacy.*

   The President and the Communications Coordinator developed an enhanced script for a Power Point presentation and glossy brochures on the socio-economic impacts of the college on the community.

2. *Action Swift Current.*

   The President and other staff members occupied 12 seats on six Action Swift Current Working Committees or work groups of Action Swift Current that are engaged in projects designed to address the needs identified by the larger Action Swift Current project 18 months earlier.

   Youth Retention Committee. The College took a lead role in designing, printing and analyzing the results of a survey of 400 youth in the southwest to find out why youth leave, what might convince them to stay or to return, what amenities the City and the region have or should have, and other opinions. Later in the year, the Committee organized a workshop at the College for local service clubs and volunteer organizations at which the principal findings of the survey were presented along with a seminar on how these organizations could more effectively recruit youth to join service clubs or to work as volunteers.

   Branding Project. The Communications Coordinator played a major role in the "Branding Project" for the City and funded by the City.

   Seniors' Committee. The President served on the this committee which surveyed the views of 600 senior citizens with respect to their satisfaction with the life style, the services, and the amenities of the City of Swift Current. Again, the College took a lead role in constructing and distributing the survey, and in having it professionally analyzed. The findings (quite positive, overall) were widely publicized.

   Expansion of Post-secondary Educational Opportunities Committee. A key project of the committee was the development of an Apprenticeship Registry in which businesses which are owned by or which employ journeypersons were encouraged to indicate their interest in indenturing apprentices.

   Business Expansion and Improvement Committee. A significant achievement of this Committee was the development of a team approach or a "one-stop-shopping" approach to respond to businesses considering relocating or expanding in Swift Current. Up-to-date information on workforce, schools, medical services, housing, training, transportation, zoning and other by-laws, civic, incentives, etc is available in several formats including a web-site and a "tool kit" for face-to-face meetings with prospective businesses.

Public Transit Committee. The College again took the lead role in developing distributing and analyzing a survey, which was mailed to every household in Swift Current, and which elicited more than 500 responses. The report will not be completed until August of 2004.

Membership on these Action Swift Current committees has proven to be the single best strategy for increasing the levels of public awareness and support of the College. For example, several successful Job Start-FutureSkills (JS-FS) were the direct result of contacts by the Coordinator during Action Swift Current and other community meetings.

3. *Provincial Advocacy.*

ASRC Executive Director Position. The President assumed a lead role in developing the job description, contracting an executive search firm, and participating in the selection process which culminated in the installation of the Executive Director on March 1.

ASRC Executive. The Chair of the College Board of Governors agreed to stand for nomination as 2004-05 Vice-President of ASRC.

Goal #5: "Take a lead role in the renegotiation of the off-campus agreement with the two universities taking into account new distance education formats and technologies that are rapidly becoming available, and taking into account the expanding role of PLAR and other learner [support] services."

Activities and Results

The Committee secured the participation of particular key representatives from the colleges and universities, as well as from other organizations that were not involved (or non-existent) when the original agreement was negotiated in the 70s: SIAST, the TEL Branch and the Institutions branch of Saskatchewan Learning, and Campus Saskatchewan.

The President the College was named as Chair; he convened three committee meetings at which recent developments were discussed, terms of reference were drafted, and current circumstances and issues impinging on the renegotiation were identified and discussed. With these issues outstanding, the Committee was unable to proceed with actual negotiations. Because of this, the Chair agreed to write a position paper as a first step in addressing these barriers to the negotiation. The first draft was prepared and distributed to the members of the committee. Feedback is expected in early 2004-05.

Programs & Services

The College endeavors to respond to the education and training needs of communities and employers within the southwest. Although the agriculture sector faced challenges related to drought and the BSE crisis, many sectors of the region's economy experienced significant growth. Most notable among these was the oil and gas sector which continued to experience increasing employment levels. As well, the establishment of large inland grain terminals will continue to have a significant influence on transportation patterns within the region as will the growing hospitality and tourism sector. Increases in value-added agricultural enterprises such as feedlots and pork production facilities are also contributing to the growth of the southwest's economy. The College is endeavoring to respond to this diversifying economy. During 2003-04, a total of 2711 students enrolled in College programs.

Skills Training

a) Institute Credit

The College delivered a number of full and part-time institute credit programs during 2003-04 in response to both client demand and industry demand for trained professionals. Indeed, skills training represented 90% of the College's total enrollments during 2003-04. The trend to increased part-time students continued, as more students prefer to maintain an attachment to the workforce while pursuing their post-secondary studies.

Increasingly, students may combine traditional classroom delivery, correspondence, SCN courses and on-line courses in order to complete their programs of study. They may also be taking courses from a number of post-secondary institutions, which requires extensive academic advising from our counselling staff.

In addition to the College's flagship programs such as Business Education, Practical Nursing, Home Care Special Care Aide and Office Education, the College piloted the delivery of some innovative programs during 2003-04. The College began delivery of a part-time Primary Care Paramedic program in Maple Creek. The program was jointly funded by the College and Saskatchewan Health with the goal of providing residents from small communities in the Maple Creek area with an opportunity to increase the number of trained primary care paramedics for regional ambulance services. The program was delivered on a part-time weekend schedule to accommodate students who are already employed in their respective communities.

The College partnered with the Nekaneet Band at Maple Creek, Files Hills Tribal Council, SIAST and the Saskatchewan Apprenticeship Commission to deliver Carpentry Level I training to fifteen youth from the Nekaneet reserve. The program incorporated a Horse Care module that involved students renewing their understanding of native culture and spirituality through the care of horses. The program also provided students with an opportunity to participate in employability skills preparation before beginning their studies in carpentry.

b) Industry Training

The College experienced increased demand for these programs last year. The total number of projected programs was 133% higher, while enrolments were 23% higher than originally projected. Indeed, programming at the College campuses in Gravelbourg, Maple Creek, Shaunavon and Swift Current reflected this increase. The College delivered a large number of Class IA Truck Driver training programs during the year to meet the need for more truck transport activity within the region. A total of 56 Class IA students graduated from these programs. While much of this increased activity is a result of the energy sector, many people taking the training are transporting grain to the inland terminals throughout the region, or seeking off-farm employment during the winter months.

Demand for safety training certification increased dramatically during 2003-04 as more people sought employment in the oil and gas sector and more employers require this training prior to hiring. The College received in excess of 1200 enrollments for programs such as H2S Alive, WHMIS, Transportation of Dangerous Goods and Working in Confined Spaces. The College is experiencing an increasing demand for more training in the trades as employment in the construction and energy sectors increases.

JobStart/Future Skills Program – This program provided matching funds to qualified employers providing work-based training for new or incremental positions within the College region. The program provided approximately, $170,000 to support on-the-job training for 45 new employees in a variety of businesses across the southwest.

Basic Education

The Basic Education program had another very successful year with two full-time programs delivered in Maple Creek and Swift Current, as well part-time evening programs at Gravelbourg, Shaunavon and Swift Current. A total of 200 students enrolled in Basic Education programs. Total participant hours were 47% higher than originally projected as our full-time programs ran at full capacity. The College is very pleased to have the opportunity to work closely with the various school divisions within the region to serve students who may be better suited to the adult basic education program.

The College delivered an on-line accredited Math A30 course from Swift Current to the three rural campuses for the first time. The College plans to pilot the delivery of Biology 30 next year as there is an identified need to provide these courses to individuals who are not able to access basic education courses within their own communities. The College also partnered with the Saskatchewan Organization of Heritage Languages to provide English as a Second Language (ESL) students with an opportunity to teach Korean, Chinese and Spanish in Swift Current's middle years schools. The College was also very pleased that Adeline Steinley, former Basic Education teacher; program coordinator and long-time literacy advocate received the provincial Literacy Educator Award.

The Maple Creek program hosted some special events that brought First Nations dance and art alive in the classroom including circle dancing, singing and drumming. The College was very pleased to have the opportunity to host the provincial Basic Education Student Conference that took place at Lac Pelletier. Students from across the province had the opportunity to participate in a number of activities including a one-day field trip to the Dinosaur Interpretative Center at Eastend.

University Program

The College continues to partner with both provincial universities to make university courses accessible to residents within the region served by the College. Students may participate full or part-time through traditional lecture courses, SCN satellite broadcast courses and increasingly on-line courses. During 2003-04, the College enrolled 16 full-time and 54 part-time students in a variety of first year Arts and Sciences, Education, Administration and pre-professional studies. The graduate program in Education Administration offered in partnership with the University of Regina concluded this past academic year.

Equity Group Participation in College Programs

The College made some gains in attracting equity groups into programs during 2003-04.

Skills Training Programs - Equity group participation in these programs totaled 4.1% of all enrollments with students of aboriginal origin making up the largest equity group at 2.62% followed by students with disabilities at 1.07% and visible minorities at .4%

Basic Education Programs - Equity group participation in these programs was significantly higher with 46.5% of all enrollments representing equity group clients. Students of aboriginal origin made up the largest equity group at 20% while visible minorities comprised 19% and students with disabilities comprised 7.5% representing a significant percentage of students in these programs.

University Program - Equity group participation in this program was limited to only one equity group. Nevertheless, students of aboriginal origin made up 2.9% of total university enrollments.

Technology Enhanced Learning (TEL)

The use of the internet is rapidly becoming an integral part of the College's programs and services. The College official website went through a significant upgrade to accommodate the need for continuous updating and posting of new programs and courses. The website now hosts the College's electronic program and service calendar, the virtual counselor, the distance education course finder and a number of other information services. The College continues to partner with the other Regional Colleges in hosting Ed-2-Go, which makes a wide diversity of personal development courses available on-line. The College ran the first Ed-to-Go full certificate course during 2003-04. The Basic Education program delivered an on-line Math A30 course from the Beatty Campus to the three rural campuses in Gravelbourg, Maple Creek and Shaunavon. Tel funding enabled the College to increase its capacity to serve ESL students in the rural campuses with the purchase of new computer-managed ESL software. The College's faculty is continuing take a keen interest in incorporating new technology into their respective programs.

Career and Student Services

The College continued to offer the full range of client services at the main campus and the three rural campuses. The increasing number of on-line courses from post-secondary institutions in the province and throughout Canada is rapidly increasing the access for many learners who may not have been able to participate in a traditional learning environment. At the same time, adult learners are faced with a complex array of options that often includes opportunities for the recognition of prior learning (RPL). Within this environment, learners require more sophisticated counselling and guidance. The College is responding by developing new and more flexible avenues to access counselling expertise on-line through the Virtual Counsellor, using the resources of Campus Saskatchewan to assist learners. As well, the College provided career and employment counselling for clients in rural communities through the services of an itinerant career and employment counsellor.

The College was also pleased to participate in the Older Worker project. A total of fifteen participants between the ages of 55 -64 went through this unique program. All participants gained valuable skills and self-knowledge that facilitated their career changes. Many of the participants were referred to other College training programs that provided them with the skills they needed for their new careers. The College and the Bronco Junior Hockey Club formalized a partnership that provides young hockey players with opportunities to access the College's programs on a flexible basis during the regular hockey season.

Report from the Human Resources Department of Cypress Hills Regional College

Major Activities:

Sixty-nine percent of eligible employees accessed professional development funds in 2003-2004. Nine staff delegates from CHRC attended the ACCC Conference in Saskatoon as well as four board delegates from CHRC.

Workflow discussions were held with program staff throughout the year. These discussions focused on processes for a seamless client registration and counselling process along with proposed facility renovations. It is expected that a plan for facility renovations will be finalized in the next academic year.

Originally a 3% mandate for salary increases from September 1, 2003 to August 31, 2004 was projected, however, mandate has been set at a 0% increase.

HR Policies or Practices:

First, second and third readings were given to the Policy on International Education. First reading was given to the Professional Development and Educational Leave Policy as revised and to the Student Awards Policy.

CYPRESS HILLS REGIONAL COLLEGE CAMPUS LOCATIONS

BEATTY CAMPUS: 773-1531 Mailing Address: Box 5000; Swift Current, S9H 4G3 Street address: 129 2nd Avenue NE, Swift Current, S9H 2C6 Fax: 773-2384; Email: chrc@cypresshillscollege.sk.ca Website: **www.cypresshillscollege.sk.ca**	**GRAVELBOURG CAMPUS:** 648-3244 7 Athabasca Street, Box 652, Gravelbourg, S0H 1X0 Fax: 648-2983
SHAUNAVON CAMPUS: 297-3462 301 7th Avenue West, Box 1478, Shaunavon, S0N 2M0 Fax: 297-3420	**MAPLE CREEK CAMPUS**: 662-3829 20 Pacific Avenue, Box 1738, Maple Creek, S0N 1N0 Fax: 662-3849

Cypress Hills Regional College Board of Governors

Board Members		Meeting Dates
Bill Doidge	Swift Current	September 22, 2003
Ken Jensen	Gull Lake	October 27, 2003
Glen King	Central Butte	December 15, 2003
Marion Piché	Gravelbourg	February 23, 2004
Joanne Matsalla	Swift Current	April 26, 2004
Dale Mosquito	Maple Creek	May 25, 2004
Sandra Sanford	Frontier	June 28, 2004

Administration

Neil Clarke	Chief Executive Officer
Claire Melhoff	Director of Finance & Administration
Terry Gove	Director of Programs
Karen Ellis	Executive Assistant – Human Resource Officer

Staff

Ed Bath	Adult Basic Education Instructor, Maple Creek Campus
Mary Jane Benesh	Shaunavon Campus Coordinator
Doug Blohm	Head Custodian
Maureen Buchanan	SCN Attendant/Commissionaire
Allyson Carr	Licensed Practical Nurse Instructor
Teresa Cole	Program Coordinator
Lyla Cooper	Program Secretary
Darryl Denning	Senior Counsellor/Student Services
Wendy Dey	SCN Attendant/Commissionaire
Sharon Fehr	Program Coordinator
James Ford	Custodian
Terry Forde	Accounting Clerk
Joan Foster	University Coordinator/Career Counsellor
Bula Ghosh	Adult Basic Education Coordinator/Counsellor
Barbara Golden	Home Care/Special Care Aide Instructor
Nadia Hattum	Administrative Assistant, Centennial Program
Louise Heinrichs	Adult Basic Education Instructor
Adele Heise	Computer Technician
Pat Hlady	Maple Creek Campus Coordinator
Marg Hnatiuk	Program Secretary
Vicky Huff	Switchboard Operator/Clerk Typist
Lorraine Kehler	Office Education Instructor
Donna Klaassen	Licensed Practical Nurse Instructor
Dianne Knippshild	Adult Basic Education Instructor
Boyd Kosolofski	Adult Basic Education Instructor, Maple Creek Campus
Lindsay Melhoff	Computer Technician Assistant, Centennial Program
Martin Meinert	Business I Instructor
Diana Molyneux	Registrar
Karen Newby	SCN Attendant/Clerk Typist, Instructor Aide, Maple Creek
Mona Patterson	Switchboard Operator/Clerk Typist/Exam Invigilator
Edna Redmond	Program Secretary
Karen Richmond	Job Start/Future Skills Coordinator
Colleen Roberts	Office Education Instructor
Sharon Robinson	Accounting/Payroll Clerk
Joanne Schafer	Communications Technician
Margaret Schafer	Gravelbourg Campus Coordinator
Adeline Steinley	Education Assistant, LINC Program Instructor
Bonnie Stevenson	Program Secretary
Richelle Titemore	Business I Instructor
Ron Toles	Education Assistant Program Instructor
Jane Unteriner	Career & Employment Counsellor
Linda Vigueras	Adult Basic Education Instructor
John Wiebe	Custodian

CYPRESS HILLS REGIONAL COLLEGE
Statement of Management Responsibility

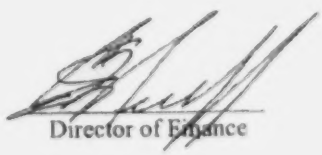
The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

Meyers Norris Penny LLP Chartered Accountants have audited the financial statements. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer



Director of Finance

November 22, 2004

AUDITORS' REPORT

Board of Directors
Cypress Hills Regional College

We have audited the statement of financial position of Cypress Hills Regional College as at June 30, 2004 and the statements of operations including supporting schedules, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2004 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

August 20, 2004

Swift Current, Saskatchewan

Chartered Accountants

CYPRESS HILLS REGIONAL COLLEGE

SWIFT CURRENT, SASKATCHEWAN

Financial Statements for the Year Ended June 30, 2004

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF FINANCIAL POSITION

AS AT JUNE 30, 2004

Statement 1

	2004			2003
	Operating	Capital	Total	Total
ASSETS				
Current Assets				
Cash	$ 518,184	$ -	$ 518,184	$ 402,511
Temporary investments	100,000	-	100,000	100,026
Accounts receivable [Note 3]	200,262	-	200,262	91,171
Inventories	9,191	-	9,191	3,128
Prepaid expenses	5,829	-	5,829	1,380
	833,466	-	833,466	598,216
Non-current Assets				
Capital assets [Note 4]	-	1,233,922	1,233,922	1,326,133
	$ 833,466	$ 1,233,922	$ 2,067,388	$ 1,924,349
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	$ 106,665	$ -	$ 106,665	$ 119,284
Accounts payable and accrued liabilities	69,518	-	69,518	66,971
Unearned revenue [Note 5]	265,675	-	265,675	190,093
	441,858	-	441,858	376,348
NET ASSETS				
Invested in capital assets	-	1,233,922	1,233,922	1,326,133
Restricted [Note 6]	108,136	-	108,136	124,960
Unrestricted	283,472	-	283,472	96,908
	391,608	1,233,922	1,625,530	1,548,001
	$ 833,466	$ 1,233,922	$ 2,067,388	$ 1,924,349

Approved on behalf of the Board

Director

Director

See accompanying notes to financial statements

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF OPERATIONS

FOR THE YEAR ENDED JUNE 30, 2004

Statement 2

	Operating			Capital		Total	
	2004 Budget [Note 7]	2004	2003	2004	2003	2004	2003
REVENUES (Schedule 1)							
Provincial government	$ 2,983,870	$ 3,084,167	$ 2,960,393	$ -	$ 42,273	$ 3,084,167	$ 3,002,666
Federal government	27,054	26,363	28,624	-	-	26,363	28,624
Other	711,834	901,613	925,734	33,768	8,542	935,381	934,276
	3,722,758	4,012,143	3,914,751	33,768	50,815	4,045,911	3,965,566
EXPENSES (Schedule 2)							
Agency contracts	590,434	778,822	698,342	-	-	778,822	698,342
Amortization	-	-	-	176,683	182,885	176,683	182,885
Equipment	86,950	87,032	82,096	-	-	87,032	82,096
Facilities	189,037	233,858	173,640	-	-	233,858	173,640
Information technology	68,507	61,073	64,378	-	-	61,073	64,378
Operating (Schedule 3)	411,034	373,927	417,539	-	-	373,927	417,539
Personal services	2,327,305	2,256,987	2,485,068	-	-	2,256,987	2,485,068
	3,673,267	3,791,699	3,921,063	176,683	182,885	3,968,382	4,103,948
Excess (deficiency) of revenues over expenses	$ 49,491	$ 220,444	$ (6,312)	$ (142,915)	$ (132,070)	$ 77,529	$ (138,382)

See accompanying notes to financial statements

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF CHANGES IN NET ASSETS

FOR THE YEAR ENDED JUNE 30, 2004

Statement 3

	2004				2003
	Invested in Capital Assets	Restricted	Unrestricted	Total	Total
Excess (deficiency) of revenue over expenses	$ (142,915)	$ -	$ 220,444	**$ 77,529**	$ (138,382)
Net assets, beginning of year	1,326,133	124,960	96,908	**1,548,001**	1,686,383
Interfund transfers [Note 12]					
Invested in capital assets	50,704	(16,824)	(33,880)	-	-
Net assets, end of year	$ 1,233,922	$ 108,136	$ 283,472	$ 1,625,530	$ 1,548,001

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally restricted				
Equipment	$ 16,824	$ -	$ (16,824)	$ -
	16,824	-	(16,824)	-
Internally restricted [Note 6]				
Equipment	59,805	-	-	**59,805**
Program	8,530	-	-	**8,530**
Education leave	39,801	-	-	**39,801**
	108,136	-	-	**108,136**
Total restricted	$ 124,960	$ -	$ (16,824)	$ 108,136

See accompanying notes to financial statements

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2004

Statement 4

	2004	2003
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess (deficiency) of revenues over expenses	$ 77,529	$ (138,382)
Amortization of capital assets	176,683	182,885
	254,212	44,503
Changes in non-cash working capital		
Increase in accounts receivable	(109,091)	(247)
(Increase) decrease in inventories	(6,063)	838
(Increase) decrease in prepaid expenses	(4,449)	1,536
(Decrease) increase in accrued salaries and benefits	(12,619)	1,314
Increase in accounts payable and accrued liabilities	2,547	17,076
Increase (decrease) in unearned revenue	75,582	(122,684)
	200,119	(57,664)
CASH FLOWS FROM INVESTING ACTIVITIES		
Decrease (increase) in temporary investments	26	(26)
Purchase of capital assets	(84,472)	(337,920)
	(84,446)	(337,846)
Net increase (decrease) in cash	115,673	(395,510)
Cash beginning of year	402,511	798,021
Cash end of year	$ 518,184	$ 402,511

See accompanying notes to financial statements

1. PURPOSE AND AUTHORITY

The Cypress Hills Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Cypress Hills Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

a) Fund accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital fund

The capital fund reflects the net book value of all capital assets of the College. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

c) Temporary investments

Temporary investments are recorded at the lower of cost and market value, and have been classified as current due to maturity dates of less than one year.

d) Inventories

Inventories are recorded at the lower of cost and net realizable value.

e) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under $1,000 are expensed in the current year.

Capital assets are amortized on a straight line basis over their estimated useful lives, and the amortization is reported as an expense in the capital fund as follows:

Buildings	20 years
Pavement	5 years
Furniture and equipment	3 to 10 years

f) Measurement uncertainty

The preparation of financial statements, in conformity with Canadian generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Amortization is based on the estimated useful lives of capital assets. These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known.

3. ACCOUNTS RECEIVABLE

	2004	2003
Saskatchewan Learning	$ 71,032	$ 54,917
Federal government	9,265	11,064
Other	119,965	25,190
	$ 200,262	$ 91,171

4. CAPITAL ASSETS

	2004			2003
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Land	$ 50,000	$ -	$ 50,000	$ 50,000
Buildings	1,632,268	617,381	1,014,887	1,062,733
Pavement	29,756	29,756	-	-
Furniture and equipment	801,474	632,439	169,035	213,400
	$ 2,513,498	$ 1,279,576	$ 1,233,922	$ 1,326,133

5. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2004	2003
Saskatchewan Learning	$ 214,206	$ 182,838
Other provincial	51,469	-
Other	-	7,255
	$ 265,675	$ 190,093

6. RESTRICTIONS ON NET ASSETS

The Board of Directors of Cypress Hills Regional College have placed internal restrictions on $108,136 (2003 - $108,136) of unrestricted net assets to be used for future expenditures as indicated on Statement 3.

7. BUDGET

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 20, 2003. The Minister approved the budget on June 24, 2003.

8. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms. These transactions, and amounts outstanding at year end, are as follows:

During the year, the College continued a contract with Saskatchewan Communications Network (SCN) to deliver various training and educational programs. The College received $89,491 (2003 - $89,491) during the year to deliver these programs, of which $22,372 is receivable at year end (2003 - $22,372).

The College received $56,796 funding (2003 - $nil) during the year from the Saskatchewan Department of Health for program delivery.

The College brokerages course programs from the Saskatchewan Institute of Applied Science and Technology. The amount paid during the year amounted to $330,361 (2003 - $361,662).

The College purchased telephone and utilities services from Saskatchewan Crown Corporations in the amount of $82,959 (2003 - $72,128).

The College paid $39,446 (2003 - $41,308) to Southeast Regional College for counseling services.

The College paid $34,335 (2003 - $27,505) to Saskatchewan Property Management Corporation for vehicle leases and mail services.

The College paid $21,000 (2003 - $26,000) to the Association of Saskatchewan Regional College's for student information, technical support and association membership fees.

The College holds Saskatchewan Savings Bonds with a face value of $100,000, maturing July 15, 2005, with an interest rate of 5.75%.

Other transactions with related parties and amounts due to or from them are described separately in the financial statements and the notes thereto.

9. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of cash, temporary investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities.

a) Fair value

The carrying amount of cash, temporary investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities approximates fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

b) Credit risk

The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivable is from the provincial and federal government, therefore, credit risk is minimal.

10. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP), which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP.

All other employees participate through Municipal Employees Pension Plan (MEPP), which is a multiemployer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the 2004 year was $66,221 (2003 - $91,372).

11. LEASE AGREEMENTS

The College is obligated under the following lease agreements:

a) Gravelbourg Learning Centre

A two year agreement, entered into with the Golden Plains School Division #124 effective July 1, 2003 specifies a rental of $8,100 for year one and $8,460 for year two.

b) Shaunavon Learning Centre

A one year agreement continuing thereafter on a year to year basis, entered into with the Shaunavon School Division #71 effective August 1, 1994 specifies a rental of $4,800 per year.

12. INTERFUND TRANSFERS

In the year ended June 30, 2004, the Board approved the following transfers:

a) A transfer of $16,824 from externally restricted net assets to invested in capital assets; and

b) A transfer of $33,880 from unrestricted net assets to invested in capital assets.

13. COMPARATIVE FIGURES

Certain comparative figures have been reclassified or adjusted to conform to the current year's basis of presentation.

Schedule 1

Cypress Hills Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2004

	2004								2004	2004 Budget	2003
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Provincial Government											
Saskatchewan Learning											
Administration	9,674	-	-	-	-	-	-	-	9,674	7,500	5,235
Operating grant	1,693,096	-	-	-	-	-	-	-	1,693,096	1,689,461	1,635,199
Program payments	-	714,473	-	279,726	32,243	-	-	31,980	1,058,422	1,159,909	1,076,632
Contracts	20,000	5,482	438	-	-	7,956	95,615	53,255	182,746	120,000	166,144
Other	48,369	-		19,238	-	-	-	-	67,607	7,000	38,948
	1,771,139	719,955	438	298,964	32,243	7,956	95,615	85,235	3,011,545	2,983,870	2,922,158
Other Provincial	25,490	46,407	725	-	-	-	-	-	72,622	-	0
	1,796,629	766,363	1,163	298,964	32,243	7,956	95,615	85,235	3,084,167	2,983,870	2,922,158
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	-	-	-	26,363	-	-	-	26,363	27,054	28,047
Projects	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	577
	-	-	-	-	26,363	-	-	-	26,363	27,054	28,624
Other Revenue											
Admin recovery	-	-		-	-	-	-	-	-	-	-
Contracts	-	40,791	-	19,152	2,704	-	-	26,001	88,648	161,079	221,381
Interest	27,036	-	-	-	-	-	-	-	27,036	16,000	34,737
Rents	10,484	-	-	-	-	-	-	-	10,484	43,235	44,172
Resale items	2,855	-	-	-	235	-	-	-	3,090	2,500	8,307
Tuitions	-	569,158	72,315	-	-	84,652	-	-	726,125	465,585	619,569
Other	23,351	1,536	91	4,168	5,245	-	7,774	4,064	46,229	23,435	35,803
	63,727	611,484	72,406	23,320	8,184	84,652	7,774	30,065	901,612	711,834	963,969
Total revenue	1,860,356	1,377,847	73,569	322,284	66,790	92,608	103,389	115,300	4,012,142	3,722,758	3,914,751
Total operating expenses (Schedule 2)	1,870,365	1,135,696	45,771	268,954	58,845	133,358	69,357	209,352	3,791,698	3,673,267	3,921,063
Excess (deficiency) of revenues over expenses	$ (10,010)	$ 242,151	$ 27,798	$ 53,330	$ 7,945	$ (40,750)	$ 34,032	$ (94,052)	$ 220,444	$ 49,491	$ (6,312)

See accompanying notes to financial statements

Schedule 2

Cypress Hills Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2004

	YYYY								2004	2004 Budget	2003
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Agency Contracts	$ 917	$ 655,356	$ 13,543	$ -	$ -	$ 108,106	$ -	$ 900	**$ 778,822**	$ 590,434	$ 698,342
Equipment	48,829	32,876	-	-	-	-	5,327	-	**87,032**	86,950	82,096
Facilities	232,983	375	150	-	350	-	-	-	**233,858**	189,037	173,640
Information Technology	46,174	2,285	102	1,877	-	-	10,635	-	**61,073**	68,507	64,378
Operating (Schedule 3)	215,480	67,985	13,119	13,185	10,353	25,252	6,437	22,115	**373,926**	411,034	417,539
Personal services	1,325,983	376,818	18,858	253,892	48,142	-	46,958	186,337	**2,256,987**	2,327,305	2,485,068
	$ 1,870,365	$ 1,135,696	$ 45,771	$ 268,954	$ 58,845	$ 133,358	$ 69,357	$ 209,352	**$ 3,791,698**	$ 3,673,267	$ 3,921,063
			$ 1,181,467		$ 327,799			$ 278,709			

See accompanying notes to financial statements

CYPRESS HILLS REGIONAL COLLEGE

SCHEDULE OF OPERATING EXPENSES

FOR THE YEAR ENDED JUNE 30, 2004

Schedule 3

	2004 Budget [Note 7]	2004	2003
OPERATING			
Advertising	$ 87,974	$ 72,938	$ 87,993
Association fees and dues	7,200	6,623	8,208
Bad debts	1,000	30	-
Conference and training fees	23,450	23,273	20,185
Insurance	7,250	4,512	6,651
Financial services	6,500	9,447	8,729
Materials and supplies	80,151	59,045	79,126
Minor equipment purchases	-	2,047	-
Other	500	2,700	-
Postage, freight and courier	17,078	12,100	12,311
Printing and duplicating	15,000	3,909	5,668
Professional services	17,725	14,319	25,649
Rentals	-	7,863	7,186
Resale items	3,000	4,380	2,247
Subscriptions	2,256	1,655	1,885
Telephone and fax	43,550	36,830	38,819
Travel	98,400	112,256	112,882
	$ 411,034	$ 373,927	$ 417,539

See accompanying notes to financial statements

GLOSSARY of TERMS

Apprenticeship & Trade. Education and training certified through Apprenticeship and Trade Commission.

Basic Education Credit. Learning that is certified by Saskatchewan Learning.

Basic Education Non-Credit. Learning which may include some form of evaluation however, does not result in certification by a recognized body.

Casual Student. This is a student who is taking courses (within a program group) that collectively require fewer than 30 hours.

Community/Individual Non Credit. Education and training that leads to or enhances a person(s) employability or enhances community and/or social development but does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Full-Load Equivalent (FLE) Student. This is a hypothetical student with a full workload. The number of FLE students in a particular program is calculated by dividing the total of all participants' required hours of study by the prescribed *full-load equivalent factor* for the program group to which the program has been assigned.

Full-Time Student. This is a student who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

a) for Apprenticeship and Trades, a complete level of instruction is required; and
b) for university, a minimum of nine hours of scheduled class time per week for a minimum period of 13 weeks is required.

Industry Credit. Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Industry Non Credit. Education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Institute Credit. Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit-granting agency.

Part-Time Student. This is a student who (a) is taking courses that require fewer than 12 weeks to complete, even if they collectively require more than 18 hours of scheduled class time per week; or (b) is taking courses that are at least 12 weeks in duration but collectively require fewer than 18 hours of scheduled class time per week.

University. University credit training.

NOTES

FLE Student Enrolments. The full-load equivalent factors used to calculate the FLE enrolments for 2003-04 were different from those use for 2002-03

Equity Group Data. These are compiled from information provided by students who voluntarily disclose the equity groups to which they belong

TABLE 1: Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training									
	SIAST	157	254	NA	260	87	201	37	149
	Other	-	-	NA	-	-	20	-	1
	Apprenticeship & Trade	14	-		14	-	-		-
	Total Institute Credit	171	254	NA	274	87	221	37	150
	Total Industry Credit	4	1440	NA	78	-	222	1077	102
	Total Workbased Training	NA	NA	NA	NA	40	-	-	40
	Total Non-Credit	-	1946	NA	58	0	24	733	43
TOTAL SKILLS TRAINING		175	3640	NA	411	127	467	1847	334
BASIC EDUCATION									
	Adult 12	61	48	NA	165	42	34	-	47
	Adult 10			NA		32	3	-	19
	Academic GED	14	15	NA	33	-	-	-	-
	Total BE Credit	75	63	NA	198	74	37	-	66
	Employability/Life Skills	13	-	NA	3	-	-	-	-
	English Language Training	-	25	NA	6	2	22	-	6
	General Academic Studies	-	-	NA	-	17	15	-	NA
	Literacy	10	12	NA	19	9	24	-	14
	Total BE Non-Credit	23	37	NA	28	28	61	-	20
TOTAL BASIC EDUCATION		98	100	NA	226	102	98	-	86
UNIVERSITY	*Total University*	-	281	NA	42	16	54	-	22
TOTAL ENROLLMENT		273	3921	NA	679	245	619	1847	443

TABLE 1A: Enrollment by Program Groups for Swift Current Program Delivery Centre[1]

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training									
	SIAST	132	136	NA	223	93	126	25	133
	Other	-	-	NA	-	-	11	-	1
	Apprenticeship & Trade	-	-		-	-	-		-
	Total Institute Credit	132	136	NA	223	93	137	25	134
	Total Industry Credit	4	911	NA	48	-	184	709	73
	Total Workbased Training	NA	NA	NA	NA	40	-	-	40
	Total Non-Credit	-	955	NA	36	-	24	478	32
TOTAL SKILLS TRAINING		136	2002		307	133	345	1212	279
BASIC EDUCATION									
	Adult 12	41	44	NA	130	35	34	-	42
	Adult 10	NA	NA	NA	NA	19	3	-	13
	Academic GED	8	-	NA	20	-	-	-	-
	Total BE Credit	49	44		150	54	37	-	55
	Employability/Life Skills	13	-	NA	3	-	-	-	-
	English Language Training	-	19	NA	5	2	21	-	6
	General Academic Studies	-	-	NA	-	5	6	-	1
	Literacy	6	12	NA	13	8	24	-	11
	Total BE Non-Credit	19	31	NA	21	15	51	-	18
TOTAL BASIC EDUCATION		68	75	NA	171	69	88	-	73
UNIVERSITY	***Total University***	-	259	NA	38	16	46	-	21
TOTAL ENROLLMENT		204	2336	NA	517	218	479	1212	373

[1]Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

TABLE 1: Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enrol PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training	**Institute Credit:**								
	SIAST	157	254	NA	260	87	201	37	149
	Other	-	-	NA	-	-	20	-	1
	Apprenticeship & Trade	14	-		14	-	-		-
	Total Institute Credit	171	254	NA	274	87	221	37	150
	Industry Credit:								
	Total Industry Credit	4	1440	NA	78	-	222	1077	102
	Workbased Training:								
	Total Workbased Training	NA	NA	NA	NA	40	-	-	40
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	1946	NA	58	0	24	733	43
TOTAL SKILLS TRAINING		175	3640	NA	411	127	467	1847	334
BASIC EDUCATION	**BE Credit:**								
	Adult 12	61	48	NA	165	42	34	-	47
	Adult 10			NA		32	3	-	19
	Academic GED	14	15	NA	33	-	-	-	-
	Total BE Credit	75	63	NA	198	74	37	-	66
	BE Non-Credit:								
	Employability/Life Skills	13	-	NA	3	-	-	-	-
	English Language Training		25	NA	6	2	22		6
	General Academic Studies	-	-	NA	-	17	15	-	NA
	Literacy	10	12	NA	19	9	24	-	14
	Total BE Non-Credit	23	37	NA	28	28	61	-	20
TOTAL BASIC EDUCATION		98	100	NA	226	102	98	-	86
UNIVERSITY	*Total University*	-	281	NA	42	16	54	-	22
TOTAL ENROLLMENT		273	3921	NA	679	245	619	1847	443

TABLE 1A: Enrollment by Program Groups for Swift Current Program Delivery Centre[1]

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training	**Institute Credit:**								
	SIAST	132	136	NA	223	93	126	25	133
	Other	-	-	NA	-	-	11	-	1
	Apprenticeship & Trade	-	-		-	-			-
	Total Institute Credit	132	136	NA	223	93	137	25	134
	Industry Credit:								
	Total Industry Credit	4	911	NA	48	-	184	709	73
	Workbased Training:								
	Total Workbased Training	NA	NA	NA	NA	40	-	-	40
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-*	955	NA	36	-	24	478	32
TOTAL SKILLS TRAINING		136	2002		307	133	345	1212	279
BASIC EDUCATION	**BE Credit:**								
	Adult 12	41	44	NA	130	35	34	-	42
	Adult 10	NA	NA	NA	NA	19	3	-	13
	Academic GED	8	-	NA	20	-	-	-	-
	Total BE Credit	49	44		150	54	37	-	55
	BE Non-Credit:								
	Employability/Life Skills	13	-	NA	3	-	-	-	-
	English Language Training	-	19	NA	5	2	21	-	6
	General Academic Studies	-	-	NA	-	5	6	-	1
	Literacy	6	12	NA	13	8	24	-	11
	Total BE Non-Credit	19	31	NA	21	15	51	-	18
TOTAL BASIC EDUCATION		68	75	NA	171	69	88	-	73
UNIVERSITY	*Total University*	-	259	NA	38	16	46	-	21
TOTAL ENROLLMENT		204	2336	NA	517	218	479	1212	373

[1] Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

TABLE 1A: Enrollment by Program Groups for Gravelbourg Program Delivery Centre[1]

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training									
	SIAST	2	39	NA	6	-	32	3	8
	Other	-	-	NA	6	-	-	-	-
	Apprenticeship & Trade	-	-		6	-	-		-
	Total Institute Credit	2	39	NA	6	-	32	3	8
	Total Industry Credit	-	151	NA	9	-	27	67	9
	Total Workbased Training	-	-	NA	15	-	-	-	-
	Total Non-Credit	-	672	NA	12	-	-	92	4
TOTAL SKILLS TRAINING		2	862	NA	27	-	59	162	21
BASIC EDUCATION									
	Adult 12	-	-	NA	-	-	-	-	-
	Adult 10	-	-	NA	-	-	-	-	-
	Academic GED	-	5	NA	1	-	-	-	-
	Total BE Credit	-	5	NA	1	-	-	-	-
	Employability/Life Skills	-	-	NA	-	-	-	-	-
	English Language Training	-	6	NA	1	-	1	-	-
	General Academic Studies	-	-	NA	-	-	7	-	0.5
	Literacy	-	-	NA	-	-	-	-	-
	Total BE Non-Credit	-	6	NA	1	-	8	-	0.5
TOTAL BASIC EDUCATION		-	11	NA	2	-	8	-	-
UNIVERSITY	***Total University***	-	9	NA	2	-	4	1	0.5
TOTAL ENROLLMENT		2	882	NA	30	-	71	163	22

[1] Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

TABLE 1A: Enrollment by Program Groups for Maple Creek Program Delivery Centre[1]

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training									
	SIAST	17	61	NA	22	1	37	3	7
	Other	-	-	NA	-	-	-	-	-
	Apprenticeship & Trade	14	-		14	-	-		-
	Total Institute Credit	31	61	NA	36	1	37	3	7
	Total Industry Credit	-	157	NA	10	-	2	171	9
	Total Workbased Training	NA	NA	NA	NA	-	-	-	-
	Total Non-Credit	-	154	NA	4	-	-	102	4
TOTAL SKILLS TRAINING		31	372	NA	50	1	39	276	20
BASIC EDUCATION									
	Adult 12	20	3	NA	35	7	1	-	5
	Adult 10	NA	NA	NA	NA	13	-	-	6
	Academic GED	6	2	NA	11	-	-	-	-
	Total BE Credit	26	5	NA	46	20	1	-	11
	Employability/Life Skills	-	-	NA	-	-	-	-	-
	English Language Training	-	-	NA	-	-	-	-	-
	General Academic Studies	-	-	NA	-	12	-	-	1
	Literacy	4	-	NA	-	1	-	-	1
	Total BE Non-Credit	4	-	NA	6	13	-	-	2
TOTAL BASIC EDUCATION		30	5	NA	52	33	1	-	13
UNIVERSITY	***Total University***	-	11	NA	2	-	5	-	1
TOTAL ENROLLMENT		61	388	NA	104	34	45	276	34

[1]Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

TABLE 1A: Enrollment by Program Groups for Shaunavon Program Delivery Centre[1]

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training									
	SIAST	6	18	NA	10	-	8	-	1
	Other	-	-	NA	-	-	9	-	
	Apprenticeship & Trade	-	-		-	-	-		
	Total Institute Credit	6	18	NA	10	-	17	-	1
	Total Industry Credit	-	221	NA	11	-	7	142	10
	Total Workbased Training	NA	NA	NA	NA	-	-	-	-
	Total Non-Credit	-	165	NA	6	-	-	71	2
TOTAL SKILLS TRAINING		6	404	NA	27	-		213	13
BASIC EDUCATION									
	Adult 12	-	1	NA	0.1	-	-	-	-
	Adult 10	NA	NA	NA	NA	-	-	-	-
	Academic GED	-	8	NA	1	-	-	-	-
	Total BE Credit	-	9	NA	1	-	-	-	-
	Employability/Life Skills	-	-	NA	-	-	-	-	-
	English Language Training	-	-	NA	-	-	-	-	-
	General Academic Studies	-	-	NA	-	-	2	-	-
	Literacy	-	-	NA	-	-	-	-	-
	Total BE Non-Credit	-	-	NA	-	-	2	-	-
TOTAL BASIC EDUCATION		-	9	NA	-	-	2	-	-
UNIVERSITY	***Total University***	-	2	NA	0.4	-	1	-	-
TOTAL ENROLLMENT		6	415	NA	29	-	27	213	13

[1]Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

TABLE 2: Equity Participation Enrollments by Program Groups for Cypress Hills Regional College

		Actuals																							
		2002-2003												2003-2004											
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
SKILLS TRAINING		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	SIAST	8	16	NA	2		NA	3	5	NA	157	254	NA	19	7		1	1		4	7		125	168	32
	Other:			NA		1	NA			NA	-	-	NA		1								-	20	-
	Apprenticeship & Trade			NA			NA			NA	14	-	NA												
	Total Institute Credit	8	16	NA	2	1	NA	3	5	NA	171	254	NA	19	8		1	1		4	7		125	188	32
	[redacted]																								
	Total Industry Credit										4	1440	NA		4	15		1	4		3	8	-	222	1077
	Total Workbased Training												NA										40	-	-
	[redacted]																								
	Total Non-Credit			NA												18			3			4		24	733
TOTAL SKILLS TRAINING CREDIT		8	16	NA	2	1	NA	3	5	NA	175	3640	NA	19	12	33	1	2	7	4	10	12	165	434	1842
BASIC EDUCATION																									
	Adult 12	10	12	NA	3	2	NA	5	3	NA	61	48	NA	8	3		2			1			42	35	-
	Adult 10												NA	17			3			5			32	3	-
	Academic GED	1	5	NA			NA	1	2	NA	14	15	NA										-	-	-
	Total BE Credit	11	17	NA	3	2	NA	6	5	NA	75	63	NA	25	3		5			6			74	38	-
	Employability/Life Skills	2	3	NA		1	NA		2	NA	13	-	NA										-	-	-
	English Language Training			NA	1	19	NA			NA	-	25	NA					19					2	22	-
	General Academic Studies			NA			NA			NA	-	-	NA	8			1			2	1		17	15	-
	Literacy	5	2	NA		4	NA	2	2	NA	10	12	NA	4			1	13		3	3		9	24	-
	Total BE Non-Credit	7	5	NA	1	24	NA	2	4	NA	23	37	NA	12			1	32		5	4		28	61	-
TOTAL BASIC EDUCATION		18	22	NA	4	26	NA	8	9	NA	98	100	NA	37	3		6	32		11	4		102	99	-
UNIVERSITY	Total University			NA			NA			NA		281	NA	1	1								16	54	-

Note: Cas = Casual

TABLE 1A: Enrollment by Program Groups for Shaunavon Program Delivery Centre[1]

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS Training	**Institute Credit:**								
	SIAST	6	18	NA	10	-	8	-	1
	Other	-	-	NA	-	-	9	-	
	Apprenticeship & Trade	-	-		-	-	-		
	Total Institute Credit	6	18	NA	10	-	17	-	1
	Industry Credit:								
	Total Industry Credit	-	221	NA	11	-	7	142	10
	Workbased Training:								
	Total Workbased Training	NA	NA	NA	NA	-	-	-	-
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	165	NA	6	-	-	71	2
TOTAL SKILLS TRAINING		6	404	NA	27	-		213	13
BASIC EDUCATION	**BE Credit:**								
	Adult 12	-	1	NA	0.1	-	-	-	-
	Adult 10	NA	NA	NA	NA	-	-	-	-
	Academic GED	-	8	NA	1	-	-	-	-
	Total BE Credit	-	9	NA	1	-	-	-	-
	BE Non-Credit:								
	Employability/Life Skills	-	-	NA	-	-	-	-	-
	English Language Training	-	-	NA	-	-	-	-	-
	General Academic Studies	-	-	NA	-	-	2	-	-
	Literacy	-	-	NA	-	-	-	-	-
	Total BE Non-Credit	-	-	NA	-	-	2	-	-
TOTAL BASIC EDUCATION		-	9	NA	-	-	2	-	-
UNIVERSITY	*Total University*	-	2	NA	0.4	-	1	-	-
TOTAL ENROLLMENT		6	415	NA	29	-	27	213	13

[1] Program Delivery Centre – an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the college region.

TABLE 2: Equity Participation Enrollments by Program Groups for Cypress Hills Regional College

		Actuals																							
		2002-2003												2003-2004											
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
SKILLS TRAINING		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit:																								
	SIAST	8	16	NA	2		NA	3	5	NA	157	254	NA	19	7		1	1		4	7		125	168	32
	Other			NA		1	NA			NA	-	-	NA		1								-	20	-
	Apprenticeship & Trade			NA			NA			NA	14	-	NA												
	Total Institute Credit	8	16	NA	2	1	NA	3	5	NA	171	254	NA	19	8		1	1		4	7		125	188	32
	Industry Credit:																								
	Total Industry Credit										4	1440	NA		4	15		1	4		3	8	-	222	1077
	Workbased Training:																								
	Total Workbased Training												NA										40	-	-
	Non-Credit (Industry Non-Credit, Community/Indivudual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit			NA												18			3			4		24	733
TOTAL SKILLS TRAINING CREDIT		8	16	NA	2	1	NA	3	5	NA	175	3640	NA	19	12	33	1	2	7	4	10	12	165	434	1842
BASIC EDUCATION	**Basic Education Credit;**																								
	Adult 12	10	12	NA	3	2	NA	5	3	NA	61	48	NA	8	3		2			1			42	35	-
	Adult 10												NA	17			3			5			32	3	-
	Academic GED	1	5	NA			NA	1	2	NA	14	15	NA										-	-	-
	Total BE Credit	11	17	NA	3	2	NA	6	5	NA	75	63	NA	25	3		5			6			74	38	-
	Basic Education Non-Credit:																								
	Employability/Life Skills	2	3	NA		1	NA		2	NA	13	-	NA										-	-	-
	English Language Training			NA	1	19	NA			NA	-	25	NA					19					2	22	-
	General Academic Studies			NA			NA			NA	-	-	NA	8			1			2	1		17	15	-
	Literacy	5	2	NA		4	NA	2	2	NA	10	12	NA	4			1	13		3	3		9	24	-
	Total BE Non-Credit	7	5	NA	1	24	NA	2	4	NA	23	37	NA	12			1	32		5	4		28	61	-
TOTAL BASIC EDUCATION		18	22	NA	4	26	NA	8	9	NA	98	100	NA	37	3		6	32		11	4		102	99	-
UNIVERSITY	**Total University**			NA			NA			NA		281	NA	1	1								16	54	-

Note Cas = Casual

TABLE 3: Student Success

		Actuals															
		2002-2003								2003-2004							
	Programs	Total Student Enrollment		Completed Total		Employed Total		Further Training Total		Total Student Enrollment		Completed Total		Employed Total		Further Training Total	
Skills Training		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	Skills Training Credit																
	Institute Credit																
	SIAST	153		137		84		49		87	201	76		19		25	
	Other:										20						
	Apprenticeship & Trade																
	Subtotal Institute Credit	153		137		84		49		87	221	76		19		25	
	Industry Credit																
	Subtotal Credit	9		8		5					1299						
Total Skills Training		162		145		89		49		87	1520	76		19		25	
Basic Education	**Basic Education Credit**																
	Adult Education	63	39	47	33	16	17	26	16	42	34	57	28	19	15	30	12
	Academic GED	16	15	13	14	5	10	6	1	32	3	19	42	2	30	11	9
Total Basic Education		79	54	60	47	21	27	32	17	74	37	76	70	21	45	41	21
University	**University Credit**																
	University of Regina																
	University of Saskatchewan																
	Other:																
Total University										16	54						
Total Programs		241	54	205	47	110	27	81	17	177	1611	152	70	40	45	66	21

TABLE 3: Student Success

		Actuals															
		2002-2003								2003-2004							
	Programs	Total Student Enrollment		Completed Total		Employed Total		Further Training Total		Total Student Enrollment		Completed Total		Employed Total		Further Training Total	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Skills Training	**Skills Training Credit**																
	Institute Credit																
	SIAST	153		137		84		49		87	201	76		19		25	
	Other:										20						
	Apprenticeship & Trade																
	Subtotal Institute Credit	153		137		84		49		87	221	76		19		25	
	Industry Credit																
	Subtotal Credit	9		8		5					1299						
Total Skills Training		162		145		89		49		87	1520	76		19		25	
Basic Education	**Basic Education Credit**																
	Adult Education	63	39	47	33	16	17	26	16	42	34	57	28	19	15	30	12
	Academic GED	16	15	13	14	5	10	6	1	32	3	19	42	2	30	11	9
Total Basic Education		79	54	60	47	21	27	32	17	74	37	76	70	21	45	41	21
University	**University Credit**																
	University of Regina																
	University of Saskatchewan																
	Other:																
Total University										16	54						
Total Programs		241	54	205	47	110	27	81	17	177	1611	152	70	40	45	66	21

TABLE 4: 2003-2004 Key Indicators

GOAL What the College will focus on.	1. Identify franchising opportunities for web-based credit programs in collaboration with other colleges. PROXY measure for Sector Goal #2 "Meet Needs," *Objective 2.1 Support the capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities, and the economy.*			
OBJECTIVES What needs to be achieved to advance the college towards its Goal		**PERFORMANCE MEASURES** How will the college know it is achieving its goal		
	In collaboration with the other regional colleges to identify, assess, and select one or two complete college level on-line programs in other institutions which are prepared to enter into exclusive (Saskatchewan) franchise agreements by which colleges can cover costs of on-site student assistance. *The trend is presently on burgeoning on-line courses. Although regional colleges are franchisers for both credit and non-credit Ed2Go, other franchises are hard to identify. For example, Pharmacy Technician from Red Deer College was not available because of a pending deal between RDC and SIAST.* *Thus, this continues to be on on-going project.*	[x] Yes ☐ No ☐ Incomplete		
KEY ACTIONS Activities that will result in the college's objectives being met		Timelines	Reference to RC Review	Reference to Sector Plan Objectives
	Influence CEOs' Council to maintain the work currently underway; jointly contract further research; jointly identify the best prospects to follow up. Also research these at Cypress Hills Regional College *Yes*	Ongoing	#1, 4, 8	2.1 "Meet Needs"
	Jointly evaluate each identified opportunity in terms of applicability to our needs and culture; availability; quality. *Yes*	January, 2004		
	Complete the TEL needs assessment for southwest Saskatchewan *Yes*	September, 2003		
	Short-list several programs and then select one or two on provincial applicability, provincial need, availability, suitability, efficacy of franchise terms of reference *Yes*	February, 2004		
	Evaluate an actual course by having several staff members enrol in a sample course, as negotiated with the purveying institution. *No*	April, 2004		
	Select one or two for the province-as-a-whole. *No*	June, 2004		

GOAL What the College will focus on.	2. Explore the training needs of large scale agricultural operations and agri-value business. PROXY measure for Sector Goal #2 "Meet Needs," *Objective 2.1 Support the capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities, and the economy.*			
OBJECTIVES What needs to be achieved to advance the college towards its Goal		**PERFORMANCE MEASURES** How will the college know it is achieving its goal		
	To assess the needs of large scale operators *Conducted several stakeholder consultations across the region (agriculture and agri-business were represented at these).*	☐ Yes ☐ No [x] Incomplete		
	To identify all major agri-value businesses in the region, and to identify their training needs. *Businesses were identified but actual needs assessment is still in progress. In East end, an actual list of programmatic needs was produced; some of these were agricultural, and most were programs that the college could deliver.*	☐ Yes ☐ No [x] Incomplete		
KEY ACTIONS Activities that will result in the college's objectives being met	**Key Actions**	Timelines	Reference to RC Review	Reference to Sector Plan Objectives
	Selecting the best approaches for needs assessment taking into account two or three recent needs assessment projects. *Yes*	November, 2003	#17.	2.1
	Identifying the agri-businesses. *Yes*	October, 2003		
	Selecting the best approach(s) and conducting the needs assessment. *Yes, but still ongoing*	February, 2004		
	Conducting the needs assessment. *Partial; still ongoing*	May, 2004		

The College has also maintained contact with the Shaunavon area Ethanol Plant; we are aware of what their training needs are, and are ready to begin programming when the construction actually commences.

GOAL What the College will focus on.	3. Completing the two phase joint venture with the Apprenticeship Commission, SIAST, the Nekaneet First Nation, and Domco Construction Ltd. (1) to provide upgrading, (2) to offer apprentice carpenter training to members during a construction project at the Healing Lodge. PROXY measure for Sector Goal #2 "Meet Needs," *Objective 2.1 Support the capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities, and the economy.*			
OBJECTIVES What needs to be achieved to advance the college towards its Goal		**PERFORMANCE MEASURES** How will the college know it is achieving its goal		
	Screen and select First Nations students for this program.	☐ Yes ☐ No [x] Incomplete Number of students enrolled 15		
	Complete Phase 1 of the training	[x] Yes ☐ No ☐ Incomplete Successful completers: Number 14 Percentage of those enrolled 93.3		
	Complete Phase 2 of the training	[x] Yes ☐ No ☐ Incomplete Successful completers: Number 11 Percentage of those who complete Phase 1 78.6		
	See some First Nations participants indentured as apprentices.	☐ Yes ☐ No Indentured: Number 11 Percentage of those enrolled 73.3		
KEY ACTIONS Activities that will result in the college's objectives being met		Timelines	Reference to RC Review	Reference to Sector Plan Objectives
	Phase 1 *Completed on time*	July 31, 2003	#21, 31, 39	2.1 "Access"
	Phase 2 *Completed on time*	March, 2004		

GOAL What the College will focus on.	4. Participate in "Action Swift Current" initiatives dedicated to developing the local economy and the quality of life in the City. This includes working on task groups in five areas. PROXY measure for Sector Goal #2 "Meet Needs," *Objective 2.1 Support the capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities, and the economy.* PROXY measure for Sector Goal #1 "Access," *Objective 1.3 Ensure public and stakeholder awareness of and confidence in the sector.*			
OBJECTIVES What needs to be achieved to advance the college towards its Goal		**PERFORMANCE MEASURES** How will the college know it is achieving its goal		
	The College will assist the City and a variety of local agencies develop concrete projects and other means for tangibly improving services, local investment, and new and expanded business opportunities.	Because of the complexity of this objective and the difficulty in predicting which actual improvements will occur, an after-the-fact narrative of documentable improvements will be provided. *The narrative is in the preceding section.*		
KEY ACTIONS Activities that will result in the college's objectives being met	**Key Actions**	Timelines	Reference to RC Review	Reference to Sector Plan Objectives
	Participate on the "Expanding post-secondary opportunities" task group. *Yes*	November 2003	#5, 13, 31.	2.1, 1.3
	Participate on the "quality of life and services for seniors" task group. *Yes*			
	Participate on the "Youth Retention" task group. *Yes*			
	Participate on the "Business Expansions and Improvement" task group *Yes*			
	Participate in the "Team approach to attracting new business and industry" task group. *Yes*			

GOAL What the College will focus on.	5. Take a lead role in the renegotiation of the off-campus agreement(s) with the two universities taking into account the new distance education formats and technologies that are rapidly becoming available, and taking into account the expanding role for PLAR and other learner services. PROXY measure for Sector Goal #2 "Meet Needs," *Objective 2.1 Support the capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities, and the economy.*			
OBJECT-IVES What needs to be achieved to advance the college towards its Goal		**PERFORMANCE MEASURES** How will the college know it is achieving its goal		
	The college will take a lead role in developing a new common agreement between the regional colleges and the universities for off-campus delivery of degree studies. *President was named as Chair of the negotiating committee.* [1]	☐ Yes ☐ No [x] Incomplete		
	The colleges will jointly ensure that the new agreement sufficiently reflects changing rural and remote demographics and the new modes of delivery including TEL (as well as existing modes such as SCN). *This was adopted as a goal for the Committee; barrier to meeting this goal were identified, however.*	☐ Yes ☐ No [x] Partial		
KEY ACTIONS Activities that will result in the college's objectives being met	The colleges will jointly ensure that the new agreement sufficiently reflects the need to provide learner services for many learners in rural and remote locations whether they are using "traditional" or new, emerging modes for distance education. *A Position Paper was prepared on these and other important features—as well as on identified barriers to acquiring these features in an Agreement.*	☐ Yes ☐ No [x] Partial	Reference to RC Review	Reference to Sector Plan Objectives
	Seek a prior agreement-in-principle that both universities will pursue a single extension agreement between the regional colleges and the universities *No*	February, 2004	#11 (and 9)	2.1 "Access"
	Preliminary discussions between college and university officials of issues, new modes, and needed changes *Yes; incorporated in Position Paper.*	December, 2004		

[1] *The full narrative on the extent to which this goal was completed is provided in the previous section.*

GOAL What the College will focus on.	6. Developing and implementing an aggressive advocacy program in the southwest region that mirrors to some extent the province-wide advocacy initiative of ASRC. PROXY measure for Sector Goal #1 "Access," *Objective 1.3 Ensure public and stakeholder awareness of and confidence in the sector.*			
OBJECT-IVES What needs to be achieved to advance the college towards its Goal		**PERFORMANCE MEASURES** How will the college know it is achieving its goal		
	Increased awareness of the socio-economic contributions of the college to the City and the region.	[x] Yes ☐ No (no additional proxy measure, for now) *A full narrative report is provided in the previous section*		
	Increased profile of the college for other stakeholders: health-care providing agencies; parents of grade 8 to 11 students who may be post-secondary education bound.			
	Increased awareness of the role and capabilities of the College on the part of business and industry that can benefit from custom-training.			
	Increased awareness of the potential value of on-line learning for students whose learning styles are suited for the Internet.			
KEY ACTIONS Activities that will result in the college's objectives being met		Timelines	Reference to RC Review	Reference to Sector Plan Objectives
	Presentations to Action Swift Current meetings *Yes*	Throughout 2003-2004	#13, 31, 52	1.3 "Ensure public and stakeholder awareness."
	Presentations to Service Clubs *Yes*			
	Presentations to local authorities to solicit scholarships *Yes* *acquired $4,500 in new scholarships*			
	Presentations to other community organizations equipped to provide student scholarships. *Yes*			
	Meetings with regional MLA's and MP's from all parties. *Local* *only*			
	Presentations to all-party forums if/when an election is called. *No*	Prior to Provincial election		

GOAL What the College will focus on.	7. Targeted Programs and Services AND Targeted Programs and Services	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	Objectives are enunciated only for selected goals:	PERFORMANCE MEASURES [1] How will the college know it is achieving its goal
	7.1 Provide enhanced professional development for college employees.	2.1 Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals and the economy. *PROXY*: Expenditures on staff initiated, but college approved professional development, and on college initiated professional development activities. *Baseline* *2003/04* *48,636.12*
	7.2 Enhance access to ABE programs, and provide quality post-secondary training leading to careers and employment.	2.4 Increase the success of individuals in programs and services. *PROXY*: Employment rate of graduates, obtained from annual follow-up surveys. *Baseline* 2003-2004 – 49% of graduates employed
	7.3 Develop and deliver new services in response to demands from existing and potential clients across the region.	2.1 Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals and the economy. *PROXY*: Full Load Equivalent (FLE) enrolments in all credit programs by SIS program categories. *Baseline* *Program* *2003-04* Skills 334 Basic Ed 86 University 22
	7.4 Improve learning environment; incorporate learning and living skills into curricula; extensive use of practicums; job experiences.	3.2 Increase employer and industry participation in planning and investment in education and training. *PROXY 1*: Expenditures on industry-based programming. JobStart/Future Skills Investment: *Baseline* *2003/04* *197,295.87* *PROXY 2: Total time invested by employers in accommodating practicum students.* *Baseline* *2003/04* *20,887.00 hours*
	7.5 Meet the training needs identified by local oil-based, hospitality, and agricultural business and industry.	3.2 Increase employer and industry participation in planning and investment in education and training. *PROXY*: Total amount students-weeks in industry based-programs: *Baseline* Programs 2003-04 Industry Credit 1,164.41 Industry Non-Cr 212.65

	7.6 Enhance quality and access to life skills, learning skills, and basic education programming for youth, aboriginals, and those facing multiple barriers.	2.2 Increase the participation of underrepresented groups to enhance their employability and to contribute to a representative workforce. *PROXY:* Participation/graduation/employment rates of equity groups for credit programs Basic Education Programs (Credit & Non-Credit) **Baseline** 2003-04: # of programs Group — Enrolled: 1st Nation 32; Metis 5; Disabled 12; Visible Min. 19; Youth 69; SARS 32 — Completed: 22; 4; 11; 13; 48; 22 — Employed: 6; 1; 3; 13; 18; 4 — Training: 10; 1; 6; 5; 25; 13 Full -Time Skills Training (SSEP & QS) **Baseline** 2003-04: # of programs – Group — Enrolled: 1st Nation 17; Metis 2; Disabled 3; Visible Min. 2; Youth 44; SARS 11 — Graduated: 15; 2; 3; 2; 40; 10 — Employed: 1; 1; 1; 0; 13; 2 — Training: 5; 1; 2; 1; 11; 2

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